
4B

Action

Legislative Committee of the Whole

Analyses of Bills of Interest to the Commission

Executive Summary: Staff will present analyses of educator preparation or licensure bills introduced by the Legislature. The analyses will summarize current law, describe the bill's provisions, estimate its costs, recommend amendments (if applicable) and propose a recommended position.

Recommended Action: Staff will indicate a recommended position on individual legislative measures as appropriate. Positions for the Commission to consider are: Sponsor, Support, Support if Amended, Approve, Seek Amendments, Watch, Disapprove, Oppose, and Oppose Unless Amended.

Presenter: Linda G. Bond, Director, Office of Governmental Relations

ANALYSES OF BILLS OF INTEREST TO THE COMMISSION

Bill Number:	Assembly Bill 2171
Author:	Assembly Member Benoit
Sponsor:	National Association of Social Workers, California Chapter
Subject of Bill:	Pupil Personnel Services Credential: School Social Work. CBEST exemption for prelingually deaf credential candidates.
Date Introduced:	February 18, 2004
Status in Leg. Process:	Introduced
Recommended Position:	Approve
Date of Analysis:	February 23, 2004
Analyst:	Marilyn Errett and Linda Bond

Summary of Current Law

Education Code Section 44265.7 provides for an exemption from the California Basic Educational Skills Test (CBEST) requirement for prelingually deaf candidates earning a preliminary specialist credential for teaching deaf and hearing impaired students (AB 1273, Statutes of 1993, Chapter 859). The credential authorizes the holder to teach deaf and hearing-impaired pupils who are enrolled in state special schools or in special classes for pupils with hearing impairments. Additionally, Education Code 44265.8 provides for a similar exemption for prelingually deaf candidates earning a preliminary Pupil Personnel Services Credential for school counseling (AB 1273, Statutes of 1993, Chapter 859). This credential limits service to counseling deaf and hearing impaired pupils who are enrolled in state special schools or in special classes for pupils with hearing impairments. Finally, Education Code Section 44265.10 adds the preliminary Pupil Personnel Services Credential for school psychologist to the list of

credentials exempting prelingually deaf candidates from the CBEST requirement (AB 707, Statutes of 2000, Chapter 951).

For the purposes of the above Education Code sections, “prelingually deaf” is defined as a person who suffered a hearing loss prior to three years of age that prevents the processing of linguistic information through hearing, with or without amplification.

Summary of Current Activity by the Commission

The Commission issues two-year preliminary credentials based on the CBEST exemption for prelingually deaf candidates in accordance with the Education Code sections cited above. In fiscal year 2002-03 the Commission issued two preliminary Pupil Personnel Services Credentials with CBEST exemptions to prelingually deaf candidates.

Analysis of Bill Provisions

AB 2171 would add “school social worker” to the types of Pupil Personnel Services Credentials with a CBEST exemption for prelingually deaf candidates. As with the currently listed credentials, service would be limited to serving students who are deaf or hearing impaired.

Analysis of Fiscal Impact of Bill

Minor/absorbable.

Analysis of Relevant Legislative Policies by the Commission

The following Legislative policies apply to this measure:

5. The Commission supports legislation that strengthens or reaffirms initiatives and reforms which it previously has adopted, and opposes legislation that would undermine initiatives or reforms which it previously has adopted.

6. The Commission supports alternatives to existing credential requirements that maintain high standards for the preparation of educators, and opposes alternatives that do not provide sufficient assurances of quality.

Organizational Positions on the Bill

Sponsored by the National Association of Social Workers, California Chapter.

Suggested Amendments

None

Reason for Suggested Position

Advocates for previous, similar, measures argued convincingly that prelingually deaf individuals use sign language that is structurally and grammatically different from spoken English. The

Commission did not oppose the previous measures providing CBEST exemptions for prelingually deaf credential candidates whose credential authorization limits service to students who are deaf or hearing impaired. Because of the clear restriction in authorization and previous Commission positions, staff recommends a position of **Approve**.

Bill Number:	Senate Bill 1621
Author:	Senator Machado
Sponsor:	The Author
Subject of Bill:	District Intern Special Education Programs
Date Introduced:	February 20, 2004
Status in Leg. Process:	Introduced
Recommended Position:	Approve
Date of Analysis:	March 1, 2004
Analyst:	Marilyn Errett and Linda Bond

Summary of Current Law

In 2002, AB 2029 (Alarcón, Chapter 1087) amended the Education Code to allow all district intern programs to offer teacher preparation for the Education Specialist Credential in Special Education: Mild/Moderate, until the sunset date of January 1, 2008. Prior to the implementation of SB 2029, district intern programs were restricted to offering Multiple Subject and Single Subject teacher preparation programs, with the exception of Los Angeles Unified School District, which was authorized to implement a pilot program for the credential in Special Education: Mild/Moderate.

Summary of Current Activity by the Commission

The California Commission on Teacher Credentialing (Commission) approved “Standards of Quality and Effectiveness for Education Specialist Credential Programs (Including University Intern Programs)” in December of 1996. These standards have since been applied to district intern programs offering teacher preparation for the Special Education: Mild/Moderate Credential. In addition to Mild/Moderate Disabilities, the standards include Moderate/Severe Disabilities, Deaf and Hard-of-Hearing, Physical and Health Impairments, Visual Impairments, and Early Childhood Special Education.

There are currently three district intern programs offering preparation for teachers who plan to work with pupils with mild or moderate disabilities. The programs are offered by, Los Angeles Unified School District, Project Pipeline, and the San Joaquin County Office of Education. Three additional district intern programs have submitted proposals to offer the program and are in various stages of program document preparation and implementation. The programs are

proposed by, Orange County Office of Education, San Diego City Unified School District, and Stanislaus County Office of Education.

In the fiscal year 2002-03, the Commission issued eighteen district intern credentials in Special Education: Mild/Moderate. University intern programs are not restricted in the type of special education programs that can be offered. In the fiscal year 2002-03, the Commission issued 893 Education Specialist University Intern Credentials in Special Education: Mild/Moderate, and 234 Education Specialist University Intern Credentials in Special Education: Moderate/Severe.

Analysis of Bill Provisions

SB 1621 would delete the restriction to Mild/Moderate for district intern special education teacher preparation programs. Instead, these programs would be allowed to submit a program plan based on the current special education program standards in any of the areas listed above. The special education teacher preparation program sunset date for district intern programs remains January 1, 2008, at which time the Legislature may consider the effectiveness of preparing special education teachers through district intern programs.

Analysis of Fiscal Impact of Bill

The credential fee paid by the applicant will offset costs. If SB 1621 becomes law, the Commission will need to review teacher preparation programs submitted by district intern program sponsors. It is anticipated that the number of programs will remain small. There are seven district intern programs currently in operation in California.

Analysis of Relevant Legislative Policies by the Commission

The following Legislative policies apply to this measure:

1. The Commission supports legislation that proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California, and opposes legislation that would lower standards for teachers and other educators.
5. The Commission supports legislation that strengthens or reaffirms initiatives and reforms which it previously has adopted, and opposes legislation that would undermine initiatives or reforms which it previously has adopted.
6. The Commission supports alternatives to existing credential requirements that maintain high standards for the preparation of educators, and opposes alternatives that do not provide sufficient assurances of quality.

Organizational Positions on the Bill

Support:

San Joaquin County Office of Education

Oppose:

None known at this time.

Suggested Amendments

None

Reason for Suggested Position

Prior to its final form, AB 2029 did not restrict district intern teacher preparation programs to just one area of special education. The bill was later amended to restrict the programs to Mild/Moderate due to concerns about the capacity of school districts to address the specialized content needed for special education programs. However, the continuing shortage of special education teachers is of concern to school districts and county offices of education across California. Those interested in offering special education programs in areas other than Mild/Moderate argue that the Commission's special education program standards are stringent and challenging. Program sponsors capable of meeting the standards have verified that the program has adequate resources and rigor. Recently, the San Joaquin County Office of Education helped fifteen credential candidates enter a Special Education: Moderate/Severe Credential program through a CSU, Sacramento extension program offered in Stockton. Due to budget cuts, CSU, Sacramento discontinued the program. Staff at the San Joaquin County Office of Education hope to establish a district intern program to replace the discontinued CSU program using many of the same adjunct faculty originally teaching for CSU. In addition, faculty members in their current special education teacher preparation program for teachers of pupils with mild or moderate disabilities would participate.

The Commission did not oppose SB 2029, which opened the door for district intern programs to offer teacher preparation in special education. For this reason and the reasons cited above, staff recommends an **Approve** position on SB 1621.